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ABSTRACT

The five social studies pilot programs used in the first year (1968-1969) of the SPEEDIER Project were continued and expanded to include more schools, teachers, students, and grade levels. During the Spring of 1970 it was possible to add three short-term pilot programs with only a few teachers involved in each. These pilots were: 1) American Political Behavior Course, piloted in grade 9; 2) High School Geography Project, Unit 1, piloted in grades 10, 11, and 12; 3) "Dangerous Parallel" and "Crisis in the Balkans" Simulations, piloted in grades 9, 11, and 12. The Pilot Model was the same with more emphasis placed on teaching technique refinement. Demonstrations of specific strategies, instruction in those strategies, and teacher practice with them were part of the effort. Audio and video tapes of classes were used to provide feedback to teachers. Descriptions of the activities of each program are given including: pilot preparation workshops or institutes, and pilot implementation, introduction to materials, refinement of teaching techniques, dissemination, and critical evaluation. Detailed information on the original five pilot programs and the pilot mode 1 is available in SO 000 112 and SO 000 147. (SBE)

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SOCIAL STUDIES PILOTS -- 1969-1970

Report by,
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June 26, 1970

SO 000 113

SOCIAL STUDIES PILOTS -- 1969-1970

Introduction

The social studies pilots for 1969-1970 were a continuation of the first-year pilots listed in the preceding report. SPEEDIER staff members serving the pilots were the same as in 1968-1969 except for the Group Dynamics Specialist, who was no longer employed by the Project.

Purposes of the Pilots

The purposes of the social studies pilots for 1969-1970 were the same as the eight purposes established for the first year. The thirteen underlying assumptions on which the pilots were based were also maintained into the second year, but a fourteenth assumption was added:

14. New social studies curriculum projects do not serve as efficient vehicles for changing teacher behavior unless specific desired behavior changes are determined and workshop sessions are provided to instruct the pilot teachers in the desired teaching strategies.

Pilot Programs

The five social studies pilot programs used in the first year were continued into 1969-1970 and three shorter-term pilot programs were added. The programs and grade levels in which they were piloted are listed below. A few of the pilot teachers from the first year worked directly with the second-year pilots, but many of the participating teachers from 1968-1969 continued their work with the programs with only periodic consultation from the SPEEDIER staff. Only the teachers involved directly are included below.

Second Year Pilots

Programs	Grade levels for which materials were designed	Grade levels in pilots
Fenton Social Science Program (Holt, Rinehart and Winston)	9,10,11	9,10,11
Greater Cleveland Social Science Program	1-8	1-8
University of Minnesota Project Social Studies Program	K-12	K-12
Taba Social Studies Curriculum	1-8	1-7
Senesh Social Science Program (Science Research Associates--"Our Working World")	1-3	2

Orginally, plans for the second year social studies pilots included expansion in two directions. More schools, teachers, students, and grade levels were to be added to the five pilots already begun, and additional pilot programs were to be added. The programs to be added were mainly new social studies programs that involved teaching time of one year or less. Many of those tentatively selected were unit-length programs or programs for which single unit pilots could have been conducted. Programs tentatively selected for use were:

Programs	Grade levels to be in pilot
SECONDARY	
Harvard Project--Public Issues Series	9-12
High School Geography Project	10-12
American Political Behavior Course (High School Curriculum Center in Government, Indiana University)	9
Simulations	7-12

Programs	Grade levels to be in pilot
ELEMENTARY	
Man: A Course of Study (Educational Development Center)	5
Social Science Laboratory Units (Science Research Associates)	4-6
Intergroup Relations Curriculum (Lincoln-Filene Center for Citizenship and Public Affairs)	3-6
Man in Action Series (Prentice-Hall)	1-3
Why United States Space Exploration? (Revell Educational Systems)	5

Pilots of these programs were not begun at the start of the school year because of the forty percent reduction in Title III funds. Because of the cutback, the SPEEDIER staff decided to proceed with the expansion of the present pilots but not to begin working with new programs in September. The decision was based on the fact that SPEEDIER had assured districts who had begun using the original five programs in 1968 that it would continue these pilots and train additional teachers where requested.

It was possible to add three short-term pilot programs during the spring of 1970, using programs originally planned for use at the start of the school year. Because the pilots were intentionally kept small, and because they started in mid-year, only a few teachers were involved in each. The pilots were as follows:

Programs	Grade levels for which materials were designed	Grade levels in pilots
American Political Behavior Course	9	9
High School Geography Project Unit One	10	10,11,12
Simulations - Dangerous Parallel, and "Crisis in the Balkans"	9-12	9,11,12

The Pilot Model

The pilot model was the same as used in 1968-1969. Some districts operated in Phase IV -- Pilot Operation - Second Year, while others used a program for the first year in Phase III -- Pilot Operation - First Year.

Although the model itself was not changed, considerably more emphasis was placed upon the refinement of teaching techniques in both Phases III and IV for Taba and Fenton: Demonstrations of specific teaching strategies, instruction in those strategies, and teacher practice with them were part of the effort. Audio and video tapes of classes were used to provide feedback to teachers in an effort to have them develop new strategies and refine their use of them.

Pilot Preparation

Pilot preparation for the full-year social studies pilots for 1969-1970 actually began with the dissemination phase of the pilots for 1968-1969. In February and March, 1969, all educators in the four counties were invited to visit the classrooms of the current pilot teachers. In addition, Pilot Information Sessions were scheduled weekly during the visitations period in order to explain the five programs being piloted and the nature of the pilot procedure.

Original plans called for a series of information sessions to be held in April during which the pilot programs that would be begun for the first time in 1969-1970 would be presented so interested educators could make thoroughly-studied decisions concerning expanded pilot participation. As was explained earlier, these sessions were not held because SPEEDIER was informed that the federal appropriations for ESEA Title III would be forty percent less than that expected. It was the understanding of the SPEEDIER staff at that time that according to Department of Public Instruction policy this cutback in federal funding would be applied in Pennsylvania to all Title III centers equally. Because of the cutback, SPEEDIER felt that it would not be able to expand pilots to include new programs. Instead it concentrated only on the expansion of its current pilot programs.

In May all chief school administrators in the four counties received an invitation to add teachers to the five social studies pilots. The invitation included a response card on which the administrators could indicate their interest in any one or more of the pilot programs. Upon receiving the return cards, SPEEDIER staff members visited the administrators individually and developed agreements that would guide the participation of their teachers during the following school year.

The only signigicant difference in the agreement from the previous year was that each district was to be charged $50 per participating teacher. The cost was intended to cover approximately one-fourth of the cost to SPEEDIER for the in-service training and was necessary because of the reduction in Title III funds. As a result of this change, some of the districts that originally indicated interest chose not to participate.

All administrators in the four counties who did not respond favorably to the invitation to add pilot teachers were visited by a representative of the SPEEDIER staff. Originally these visits were to be part of a "climatizing" effort. The intention was to "sell" the idea of curriculum change through pilot participation to the administrators. By the time the visits were scheduled in May and June, however, the purposes were modified because SPEEDIER realized that with a reduced budget it would not be able to handle a large increase in pilot participants. In view of this change, the administrators were simply asked if they had any questions concerning the pilots and if they wanted to have people within their districts participate. If their response was "no", the matter was not pursued by the SPEEDIER representative.

During April and May, SPEEDIER was contacted by several school districts outside the four-county area concerning possible in-service training of their teachers in the Taba Social Studies Curriculum. SPEEDIER developed general guidelines under which this kind of activity could be pursued as long as the districts were willing to absorb the entire costs since SPEEDIER'S federal funding could not be applied outside the four counties. Eventually Wilkes-Barre City Schools and the Public Schools of the Tarrytowns, New York signed agreements to work with SPEEDIER for the training of teachers in the program.

SECONDARY PILOT ACTIVITIES

Fenton Program

For the second year the Fenton Program was the only program piloted for the full year at the secondary level. The districts that had teachers working in the pilot for the first time, plus a breakdown by grade level, number of teachers and number of students are listed on Table I. In addition to these teachers, ten fenton teachers who began working with the program in 1968-1969 continued with the program. SPEEDIER provided these teachers with consultant services when asked, but the teachers were not involved directly in workshops.

TABLE I

Districts Involved in Fenton Pilot with First-Year Teachers

Districts	Grade Level	Courses Taught*	Number of Sections	Number of Teachers	Number of Pupils
Central Dauphin**	9	Eco./Pol. Systems	1	1	28
Central York***	10	Western Soc./Four Soc.	3	1	80
Lampeter-Strasburg	10	Western Soc./Four Soc.	2	1	56
Spring Grove Area	9	Eco./Pol. Systems	2	1	54
	10	Western Soc./Four Soc.	2	1	57
	11	U. S. History	2	1	53

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* "Eco. Systems" represents Comparative Economic Systems

"Pol. Systems" represents Comparative Political Systems

"Western Soc./Four Soc." represents Shaping of Western Society and Tradition and Change in Four Societies

** Teacher joined pilot in December

*** Teacher joined pilot in November

Pilot Preparation for Fenton Program

Several districts indicated interest in adding teachers to the Fenton Program on their response card to the letter of inquiry. The school administrators of each of these districts were visited by SPEEDIER staff members and the details of a tentative agreement were discussed. Of the districts that expressed interest, two changed their minds before agreements were signed because the teachers within their system who had worked with the first-year pilot had informed them that they had accepted new teaching positions in other districts. The administrators had planned to rely heavily on these second-year teachers in working with the new teachers. Two other districts that planned to add teachers reported later that they were unable to find teachers within their system who wanted to participate. As a result only four new teachers began the Fenton pilot in August. However, two others were added after the start of the year.

The addition of the two teachers came about when SPEEDIER learned that three teachers in the area who were using the Fenton materials in districts that chose not work directly with SPEEDIER were having difficulty and wished to work within the SPEEDIER pilot. Dr. Hamill sent letters to their administrators, indicating that this information had come to SPEEDIER'S attention and asking if they would like SPEEDIER to be of assistance. Two of the districts indicated that they would like their new teacher to work within the pilot. Those teachers were contacted by Mr. Baer and were added as regular pilot teachers for the remainder of the year. In the other district although the district administrator did not respond, the teacher received some assistance upon visiting the SPEEDIER office.

Introductory Workshop

On August 25-26 the Fenton teachers attended a four-day workshop. The first two days dealt with the Fenton idea of inquiry teaching, the overall rationale for the Fenton Program, the use of a modified form of the Flanders' Interaction Analysis System, the use of the Self-perception Inventory, the use of video-tape recordings of lessons for feedback information to the teacher, and the analyzing of teacher classroom behavior. The second two days were devoted to instruction on behavioral objectives and to modifying of the objectives stated in the Fenton teaching guides to make them more behavioral in nature.

Pilot Implementation -- George M. Baer, Implementation Director

Introduction of Materials

Although delivery from the publisher of the Fenton materials for grade eleven was slightly delayed, the pilots were able to begin within a few days of the start of school. The teachers expressed little difficulty in becoming familiar

with the new materials. When difficulties did arise they had an opportunity to talk with other teachers in their building who had participated in the pilot the year before. This communication apparently enabled the teachers to become familiar with the materials and the nature of the program rather quickly and to move into the refinement of their newly-tried teaching techniques. Mr. Baer visited each teacher within the first month of the pilot.

Refinement of Teaching Techniques -- First-Year Teachers

Immediately after Mr. Baer's first visit to the teachers, he began to emphasize the refinement of the teaching techniques used in the program. Video taping of some classroom sessions was begun in October. The teachers were given the opportunity to view the taping of their class and to comment upon their own performance. In the first school-year workshop, held on November 24, Dr. Kendrick McCall explained to the teachers the use of micro-teaching as a device for refining their teaching techniques, and he showed how the modified Flanders' Interaction Analysis System and the Self-perception Inventory could be used with micro-teaching. The afternoon session of the meeting was devoted to further analysis of the classroom video tapes that were made of each teacher's class.

A second school-year workshop, held on March 13, consisted of a presentation on developing classroom questions and techniques of their use, plus a discussion of micro-teaching as a tool to refining teaching techniques. In addition to the first-year teachers, five second-year Fenton teachers attended.

Throughout the year Mr. Baer visited the teachers' classrooms and reported his observations to them. He was also on call for consultation when needed.

Refinement of Teaching Techniques -- Second-Year Teachers

The refinement of teaching techniques for the second-year teachers did not follow a specific plan. Early in the school year all second-year Fenton teachers were asked to respond to a questionnaire concerning the type of assistance they wanted from SPEEDIER during the year. Most of the teachers indicated that they felt confident to function with the Fenton Program on their own but wished to have consultant assistance available from SPEEDIER when needed. Several teachers also specifically mentioned help in securing supplementary material. When these teachers contacted SPEEDIER, consultant assistance was provided. In the course of the year all second-year teachers were visited at least once.

Dissemination

The dissemination stage of the pilot for both first-year and second-year teachers was conducted during the second half of the year. The procedure was less formal than that used in 1968-1969. SPEEDIER announced in its publications and correspondence that teachers could be visited. When interested educators contacted SPEEDIER, visits were scheduled, usually to first-year teachers. Usually the visiting of second-year teachers was left to the districts involved; but several times when SPEEDIER was contacted by potential visitors, it did contact these districts to arrange visits.

Critical Evaluation

Because one social studies pilot implementation staff member left the Project in January and was not replaced and because Mr. Baer also left at the end of May, the plans to work with both first and second-year Fenton teachers near the end of the year in the use of the Curriculum Analysis System developed by the Social Science Education Consortium were not pursued. Instead, each district made its own decision about continuing or expanding its use of the program.

As of June 1, Lampeter-Strasburg was planning to add at least one more teacher to the program for 1970-1971; and Spring Grove,which already used the Fenton program at all grade levels, 9 through 12, was considering adding more class sections. The other districts were planning to continue with the same teachers and possibly add class sections. None of the districts were planning to drop the program.

Half-Year Secondary Social Studies Pilots

Three programs at the secondary level were begun during the second half of the year because SPEEDIER felt that it was necessary to provide additional pilots at the secondary level. However, the limited SPEEDIER staff and limited finances required that all three programs be kept very small. The programs used were selected from among the secondary programs that were originally planned for introduction in the fall. The districts involved are listed in Table II.

Pilot Preparation for Half-Year Programs

Dr. Myers notified administrators of several districts that SPEEDIER would assist them in piloting one of three short-term programs. The people notified were those who expressed interest in becoming involved in such programs should SPEEDIER find it possible to undertake them. An announcement also concerning SPEEDIER'S intention to add these pilots was made in the SPEEDIER newsletter and interested educators were invited to contact SPEEDIER.

TABLE II

Districts Involved in Half-Year Secondary Social Studies Pilots

Districts	Grade Level	Courses Taught	Number of Sections	Number of Teachers	Number of Pupils
American Political Behavior course					
Central Dauphin	8,9	civics	4-grade 9 1-grade 9	3	153
Palmyra	9	civics	4	2	112
High School Geography					
Warwick	11,12	Geography	2	2	
Eastern	10	Geography	1	1	
Simulation*					
Annville-Cleona	9,10	Civics & History	2	2	65
Ephrata	10,11	World Cultures, American History	3	2	77
Penn Manor	11,12	U.S. History & American Govern.	3	1	97

*Only the teachers who worked with both simulations are listed here.

American Political Behavior course

Through arrangements between Dr. Myers and Howard Mehlinger, Director, High School Curriculum Center in Government, Indiana University, units one and two of the American Political Behavior course were made available to teachers in the SPEEDIER area. The intentions of the arrangement were to determine if SPEEDIER's plan of implementation would be successful in introducing the American Political Behavior course into schools of the area and, at the same time, to determine if the materials propared by the High School Curriculum Center in Government were sufficient for such an effort. The plan was purposely designed to involve a minimum amount of contact with the High School Curriculum Center in Government.

Original plans called for four participating teachers in two different districts. However, a fifth teacher was added at the request of Central Dauphin School District, which wanted three teachers to participate. SPEEDIER made the necessary arrangements to add a fifth teacher and Central Dauphin School District agreed to reproduce extra copies of the audio-visual materials that were necessary for the additional teacher.

Dr. Myers attended a three-day dissemination institute conducted by the High School Curriculum Center in Government at the University of Delaware in Wilmington, Delaware on March 1, 2 and 3. Following that institute he conducted a one-day workshop for the five pilot teachers. The workshop consisted of a presentation on the background and theory of the course, an explanation of the nature of the behavioral approach to political science used in the course, demonstration films on the teaching techniques and strategies called for, and a discussion on implementing the course in the classroom. Tentative plans were made for two succeeding workshops during the course of the implementation.

Pilot Implementation -- Charles B. Myers, Implementation Director

The pilot teachers were given materials for the first unit of the course prior to the workshop and other materials were delivered to them as SPEEDIER reproduced them. Because of the short period of time, the actual implementation effort was not broken down into different steps. The teachers got the materials and began to introduce them into the classroom during the last week in February.

Dr. Myers visited the teachers several times and discussed the implementation effort with them. Classroom observations were not scheduled. Because the implementation process was running very smoothly and because two of the five teachers had already been involved in the Fenton pilot, it was decided not to hold additional workshops

during the course of the pilot.

The reaction of the teachers as a whole was very positive. The two teachers from Palmyra Junior High School, who had been using the Fenton materials with their higher ability students, introduced the American Political Behavior course with their lower academic sections. Both teachers did report that there were some difficulties in maintaining student enthusiasm and in assuring that students read the assignment prior to class. Two of the three Central Dauphin teachers used the course with upper ability academic students, in one case with an honors group at grade eight, and found the course to be very satisfactory. The third Central Dauphin teacher used the course with a lower ability group and also found its use to be very effective. In this case student reaction to the case studies in the course was so positive that the reading teacher in the school used them as reading material for remedial reading students.

All five teachers cited as strengths of the course the behavioral approach to political science, the case study materials, the analytical schemes presented for student use by the course, and the inquiry approach applied by the course. Several teachers did indicate that more variety in types of lessons would be an improvement to the course.

Four of the five pilot teachers are making plans to begin the course with new sections at grade nine at the start of the next school year. The three Central Dauphin teachers intend to teach the entire course throughout the year and one of the two Palmyra teachers has tentative plans to do so. The fifth teacher will return to full-time graduate study for a year, but he has tentative plans to resume use of the entire course when he returns to teaching.

High School Geography Project -- Unit One

The first unit of the High School Geography Project was selected as a pilot because several districts had requested pilots in geography and because the high school geography materials were so complete and involved so many new social studies teaching practices. However, only three teachers agreed to participate in the pilot. The initial workshop was held in conjunction with the Social Science Seminar conducted by the Pennsylvania Department of Education, Social Science Division in March. The one-day session was under the direction of Dr. Dana Kurfman, Director of the High School Geography Project. He explained the program as a whole, described the components of the course, showed demonstration films, demonstrated the use of some of the simulations, and discussed the implementation of the course.

Pilot Implementation -- Charles B. Myers, Implementation Director

The two Warwick teachers began using the High School Geography materials in their classrooms following the workshop. They expressed the opinion that the program was causing no difficulty and that close consultation with SPEEDIER and future workshops were not necessary. Dr. Myers visited them on one occasion, discussed their reaction to the program, and indicated that SPEEDIER was able to supply other assistance if they felt it was necessary. They indicated that they felt their past experiences and teaching techniques and strategies were close enough to that called for in the program that they could proceed with little difficulty.

At Eastern School District the actual use of the complete unit was delayed several weeks because of an error in the purchase order. Because of this, the teacher indicated to Dr. Myers that she had used certain parts of the unit but had suspended full scale implementation until the rest of the materials arrived. Because these did not arrive until several weeks later, the teacher planned to work in some of the new program with the geography that she had already been teaching and to postpone actual full-scale implementation until the following year.

The reaction of the two Warwick teachers to the use of the first unit of the course was positive. Both plan to use it again next year and have already made plans to purchase future units of the course. They indicated that the use of the course was a motivating device and that student reaction was good. They liked the flexibility in the program and the teaching strategies employed.

Simulation -- Dangerous Parallel and "Crisis in the Balkans"

Ten teachers participated in the simulation pilot. They or their school administrators indicated that they were interested in the simulations and were willing to pilot Dangerous Parallel and possibly "Crisis in the Balkans." Each teacher worked with Dangerous Parallel on his own with consulting assistance from SPEEDIER in a few cases. SPEEDIER arranged that each teacher had the use of the Dangerous Parallel game and that the game was explained to the teachers if they requested such explanation.

After Dangerous Parallel was used the teachers were invited to attend a one-day workshop at which "Crisis in the Balkans" was expalined by Mr. Sven Hammar, simulation materials developer of the Foreign Policy Association, New York, New York. Eight teachers attended that session. They were given the materials for "Crisis in the Balkans", the game was explained to them and day-by-day teacher activities were explained. The teachers then took copies of the game back to the classroom for use.

Pilot Implementation -- Charles B. Myers, Implementation Director

Five of the eight teachers who attended the one-day workshop used "Crisis in the Balkans" in the classroom and were joined by two other teachers who worked with some of the teachers who attended the session. Dr. Myers had one meeting with each of the teachers who worked with "Crisis in the Balkans" at which the use of the game was discussed.

Of the teachers who used both games, all reacted positively to their implementation in the classroom. Three of the teachers who did not use "Crisis in the Balkans" had indicated some concern with the use of Dangerous Parallel. All of their concerns seem to be related to the smooth and ordered conduct of the classroom. It seems that when there was dissatisfaction with Dangerous Parallel, it was attributable to teaching styles that did not lend themselves to a flexible classroom session involving committee work.

The teachers who used both games reported them to be strong motivational devices and indicated that they seemed to accomplish the instructional objectives stated for each of the two games. All of these teachers indicated that they will be continuing to use both games in the classroom the following year.

ELEMENTARY PILOT ACTIVITIES

During 1969-1970, the four elementary social studies pilot programs were used in sixteen school districts by 193 participating teachers and administrators. Grades one through eight were included. A breakdown by district, grade level, number of teachers, and number of students is reported on Tables III and IV. Two of the districts involved were not within the four-county area of SPEEDIER'S primary responsibility. Although federal funds were not used to finance SPEEDIER work with these districts, they are included in the report.

As was explained earlier, original plans included the addition of several new, shorter-length elementary social studies programs, but the reduction in Title III funds necessitated the postponement of work with these programs until a later date. No new elementary social studies programs were added during the 1969-1970 school year.

When school administrators indicated their interest in an elementary pilot on the response card sent out in May 1969, they were visited by SPEEDIER staff members who arranged for the participation and drew up an agreement. From this point the implementation of each elementary pilot was conducted independently. Separate descriptions of each appear below.

Taba Program-- Full Year Pilots

During the spring of 1969 plans were developed for beginning "full school" pilots with the Taba Program. The plans called for a self-contained pilot for the teachers from a single school as long as the number of teachers would be large enough to make the pilot practical. The cost to the district was assessed as a total package rather than at the $50 per participating teacher. The plan resulted from a contact to Dr. Myers by Frederick Kepner, Assistant Superintendent -- Elementary, Wilkes-Barre City Schools, who expressed interest in having all the teachers of one school pilot the Taba Program. Dr. Myers, Mr. Kepner, and Mr. Walter Wood, Superintendent of Wilkes-Barre Schools, developed an agreement to serve the needs specified by the Wilkes-Barre administrators. Dr. Hamill approved the agreement and it was signed by Wilkes-Barre City Schools and SPEEDIER.

TABLE III

Districts Involved in Full-Year Elementary Pilots

District	Grade Level	Number of Teachers	Number of Pupils
TABA			
Annville-Cleona	3,5,6	8	248
Eastern York	5	2	56
Ephrata	1,2,5,6	6	180
Lampeter-Strasburg	1,3,5	4	102
Milton Hershey	5	1	17
Spring Grove	7	1	31
Penn Manor	1-5	12	305
Hempfield	1-6	18	506
Wilkes-Barre	1-6	17	544
Tarrytown	4-6	12	500
MINNESOTA			
Annville-Cleona	5	3	86
Cocalico	K-3	32	955
GREATER CLEVELAND			
Derry Township	1,2	17	411
ELCO	K-6	40	1180
SENESH			
Susquehanna Township	2	2	46
		175	5,167

TABLE IV

Districts Involved in Half-Year Elementary Pilots

District	Grade Level	Number of Teachers*	Number of Pupils
TABA			
York	1,2,3,5,6	10	234
Central York	2,6	4	112
Conestoga Valley	3,5,6	4	105
Lampeter-Strasburg	5,6	2	104
		20	555

* Seven administrators also participated.

While the agreement with Wilkes-Barre was being developed, Dr. Myers was also contacted by David Durfee, Social Studies Coordinator, The Public Schools of the Tarrytowns, New York, who indicated an interest in the Taba Program and asked to visit some of the SPEEDIER pilot teachers and to discuss a possible working relationship between Tarrytown and SPEEDIER. Mr. Durfee and several teachers visited the area during May and discussed general plans for an agreement. Discussions continued by phone and an agreement was developed that followed the plan designed for Wilkes-Barre.

SPEEDIER also presented the "full school" plan to the districts of the four counties. Several districts expressed interest and eventually two approved participation under the plan for 1969-1970. Full Taba schools were begun by Hempfield School District at the Rohrerstown Elementary School and by Penn Manor School District at the Conestoga Elementary School. In the case of the Penn Manor agreement, financial shortages became critical, and the entire plan was laid aside for several weeks during the summer. But, because of a change in tax base within the district, funds were secured.

Six other school districts chose to add new teachers to the Taba pilot in smaller numbers than would be necessary under the "full school" plan. Their teachers worked together in a group referred to as the "Miscellaneous Taba Pilot." General plans in working with this group were the same as those used during the first year of pilot operation except for the charge of $50 per participating teacher.

Prior to the beginning of the pilots in mid August, Dr. Myers attended a two-week workshop for trainers of Taba teachers conducted by the Institute for Staff Development at the University of Colorado, Boulder, Colorado. A subsequent two-week session was held in January at El Paso, Texas.

Introductory Workshop

Initial five-day workshops for the five Taba groups were conducted during the last two weeks of August and early September. Trainers for the sessions were Dr. Myers, Mr. Baer, Lyle Ehrenberg, Director of the Institute for Staff Development, and Dr. John D. McCulay, Professor of Education, Pennsylvania State University. Each workshop included an overview of the Taba Social Studies Curriculum, specific training in Taba teaching strategies, and instruction in the nature of behavioral objectives and their use with the Taba Program. The schedule for each of the five groups was as follows:

Tarrytown	August 21, 22, 23, 25, 26
Miscellaneous Group	August 25-29
Wilkes-Barre	August 26-29, September 27
Rohrerstown School	August 27, 28, 29 September 3, 6
Conestoga School	September 3, 6, 13, 20 October 4

Pilot Implementation

Introduction of Materials

Introduction of Taba materials followed the same general plan as in 1968-1969. Because the lead time was longer than in the first year, few problems were encountered. Both Wilkes-Barre and Tarrytown Schools asked that additional sets of materials be purchased for their teachers beyond those originally agreed upon. SPEEDIER complied immediately and the additional materials were delivered to the teachers within a few weeks.

For districts within the four counties, special agreements were made for the securing of audio-visual materials required by the program. The supplying of these materials was handled by Mrs. Suzette Arnold, Mrs. Mary Caldwell, Miss Caroline Sixsmith, and Mrs. Joan Smith of the SPEEDIER staff.

Because of the nature of the Taba Program, the development of teacher familiarity with the program required several weeks. The process developed without any unexpected difficulties.

Refining of Teaching Techniques -- First-Year Teachers

For the Taba Program this phase was not clearly separated from the Introduction of Materials phase. Mr. Baer visited the Taba teachers and saw virtually all of them at least twice, and many of the miscellaneous group three times, before Christmas. This does not include the Tarrytown group for whom SPEEDIER did not have a visiting consultant. In this case, David Durfee functioned in the role that Mr. Baer handled for the other groups.

In general, the refinement of teaching techniques proceeded as expected. A large majority of the teachers seemed to be relatively satisfied with their own progress throughout the year, although, at times, most teachers did express some anxiety about their understanding of the Taba teaching strategies and their ability to handle them in a classroom.

All of the five groups have had five full days of workshop sessions following the initial introductory workshops. In some cases these sessions were five and one-half to six hour sessions held for an entire day. In other cases they were separated into two, two and one-half to three hour sessions held in successive weeks.

In addition to the workshops and to Mr. Baer's visiting of classes and providing feedback information to the teachers, the Taba teachers tape recorded their classes and analyzed the tapes using two analysis forms that are included within the in-service program. Mr. Baer critiqued these analysis forms, lesson plans, and the lessons he observed.

Refinement of Teaching Techniques -- Second-Year Teachers

The refinement of teaching techniques for second year teachers did not follow a specific plan. Several teachers who had worked with the program in 1969-1970 worked directly in the pilot with the new teachers. These people teach in school districts where there was only one or two teachers working in the program last year and where there was a rather significant increase for the second year.

Early in the school year all second-year Taba teachers were asked to respond to a questionnaire concerning the type of assistance they wanted from SPEEDIER in 1969-1970. Those that did not indicate that they wanted to participate directly with the new pilot expressed interest in maintaining contact with SPEEDIER when they felt they were in need of specific help. Mr. Baer worked with several of these teachers when called upon to do so and visited many of them for informal discussions.

Dissemination

As in the case of the Fenton Program, the dissemination stage of all elementary pilots for first-year teachers was conducted during the second-half of the year. The procedures used were similar to those referred to in the Fenton section of the report. However, a significantly larger number of requests for visits to elementary teachers, particularly Taba teachers, were received by SPEEDIER; and visitations were scheduled. Inquiries concerning the Taba pilot were received from many districts in the eastern part of the United States and from several others throughout the country.

For the second-year elementary pilot teachers dissemination was less formal. In general, visits to second-year teachers were arranged by the districts involved, but SPEEDIER did help arrange visits when it was requested to do so.

Critical Evaluation

Critical evaluation for both first and second-year elementary social studies teachers included discussions with the teachers and administrators of each of the pilot districts concerning their plans for next year. The exact nature of these discussions varied from district to district.

In addition, a questionnaire of teacher reaction was completed by each first-year pilot teacher. The results of these will be tabulated by Dr. McCall.

Most Taba pilot districts planned to expand or maintain their present level of involvement for 1970-1971. Although originally, it was expected that most of these districts would carry on the Taba Program with only consultation from SPEEDIER, most districts decided to continue to rely on SPEEDIER in 1970-1971 to the same extent as they had during 1969-1970. As a result, only Tarrytown decided to have members of its own staff trained by the Institute for Staff Development to handle their continued use of the program for 1970-1971. Many of the decisions not to assume a larger role for the district itself seemed to be based on the district's decision to work with SPEEDIER in other endeavors. Since the districts were going to work with SPEEDIER anyway, it was advantageous financially to do so with the Taba Program as well.

Since it started, the Minnesota pilot has been under the direction of three different members of the SPEEDIER staff. William R. Thomas worked with the original arrangement for the pilot for 1969-1970 and began the preliminary scheduling of the introductory workshop. In July he was replaced on the SPEEDIER staff by Mr. Charles Hostetler, who completed plans for the workshop and was in charge of the introductory workshops. Following the workshops, L. Norman Adams joined the SPEEDIER staff as Implementation Director for both the Minnesota and Greater Cleveland projects. Mr. Adams left SPEEDIER in January and SPEEDIER's involvement with the implementation was curtailed.

Introductory Workshop

The Minnesota introductory workshop for Cocalico was held on August 19 and 20 for K-3 teachers and on Ausust 21 and 22 for teachers in grades 4-6. The sessions for the teachers in grades 4, 5, and 6 were general orientation meetings designed to look forward to the extension of the Minnesota Program in 1970-1971. Charles Mitsakos, Social Studies Coordinator of the Chelmsford Public Schools, North Chelmsford, Massachusetts, and Mr. Charles Hostetler of SPEEDIER served as the workshop leaders and were assisted by Barry Miller, Curriculum Coordinator and Paul Gensemer, Social Studies Chairman, of Cocalico. The workshop featured general orientation to the Minnesota Social Studies Program, including the rationale, objectives, teaching strategies, and the use of teacher resources. Time was also devoted to a presentation and analysis of a demonstration lesson, a teacher-prepared demonstration lesson, and a general discussion of the implementation of the program.

During the second week of school, September 8-11, four consecutive afternoons were used for one and one-half hour meetings attended by the teachers in grades K-4. Discussions were organized and directed by Charles Hostetler with the assistance of Dr. Myers, Mr. Adams, Mr. Miller, and Mr. Gensemer. During the sessions the conceptual and inquiry emphases of the program were discussed and grade-level meetings were held to plan the initial lessons for the year and to discuss the first unit of the program. Some attention was also directed toward evaluation of student learning.

The three Annville-Cleona teachers attended the workshop at Cocalico on August 19 and 20. On August 21 they attended a session directed by Charles Hostetler, which dealt directly with the Minnesota Program for grade five and its implementation in the Annville-Cleona elementary schools. After that, Norman Adams met with them periodically in their school.

Pilot Implementation -- L. Norman Adams, Implementation Director

Introduction of Materials

The introduction of materials for the Minnesota Program proceeded rather smoothly. Unlike the previous year, classroom materials had been ordered far enough in advance so that a large portion of the materials were available for delivery to the teachers at the beginning of the pilot. The procedure for ordering and delivering the materials was the same as in 1968-1969. Special arrangements were made for the securing of audio-visual materials required by the program. The supplying of these materials, as with the Taba pilot, was handled by several members of the SPEEDIER staff. Gerald Collins, Director of Library Services, and Paul Gensemer at Cocalico aided in this process.

The development of familiarity with the Minnesota materials proceeded rather smoothly during the first several weeks of the pilot. During this time Mr. Adams visited all of the pilot teachers.

Refinement of Teaching Techniques -- First-Year Teachers

During the fall Mr. Adams visited the Cocalico teachers one full day each week. The building principals with whom he worked scheduled his visitations so that he could see approximately six teachers on each visit. By January he had seen all of the teachers twice. During the visits he observed classes and provided feedback for the teachers concerning their performance. He also visited the Annville-Cleona teachers twice before January.

In January Mr. Adams left SPEEDIER and was not replaced. At that time Cocalico decided to handle its pilot with only consultation assistance from SPEEDIER, and Annville-Cleona also indicated that more informal contact with SPEEDIER was appropriate. Since then SPEEDIER worked with the Minnesota teachers in both districts only in response to specific requests.

Refinement of Teaching Techniques -- Second-Year Teachers

Refinement of teaching techniques for second-year teachers, as for the Taba pilot, was informal. On the response to the questionnaire to second-year Minnesota teachers at the beginning of the year, all teachers indicated that they felt comfortable in working with the Minnesota Program and that the only area in which they felt they needed direct help was assistance in procuring additional student materials. SPEEDIER provided them with consultation assistance when requested.

Dissemination and Critical Evaluation

The dissemination and critical evaluation stages of the Minnesota pilot for first-year teachers was handled by the districts themselves with only consultation assistance from SPEEDIER.

Greater Cleveland Program

The Greater Cleveland Social Science pilot was expanded in the Eastern Lebanon County School District to include all kindergarten through third-grade teachers plus all fourth, fifth, and sixth-grade teachers in the Schaefferstown Elementary School, one of the six elementary schools in the system. Altogether there were forty participating teachers with approximately 1180 students. Three of the teachers participated in the program for the second year. The same program was also used district-wide by all the first and second-grade teachers of the Derry Township School District. Nine first-grade and eight second-grade teachers are involved. Two of the teachers worked with the program for the second year and two others had used the Minnesota Program during 1968-1969.

As in the case with the Minnesota Program, the initial plans for the inclusion of these districts were made by Mr. Thomas. When Mr. Hostetler succeeded Mr. Thomas, he continued with the plans and was in charge of the introductory workshop. Following the introductory workshops, Mr. Adams assumed the role of Implementation Director. After Mr. Adams left the SPEEDIER staff, SPEEDIER's direct involvement with both districts was phased out.

Introductory Workshop

On August 26-28 the introductory workshop for the ELCO teachers was held. Half-day sessions were conducted on August 26 and 28 with a full-day session on August 27. The workshop was organized and directed by Charles Hostetler of SPEEDIER with Miss Marlene Sell of the Educational Research Council of America serving as consultant on August 27. The workshop featured an orientation to the Greater Cleveland rationale, objectives, teachers' guides, pupil materials, and teaching strategies. Demonstration lessons were presented by Miss Sell and Mr. Hostetler, and grade-level meetings to work with the materials and develop lesson plans were held.

The introductory workshop for Derry Township was held on September 12 and 13. Mr. Hostetler was in charge and Mr. Adams and Dr. Myers assisted. Miss Elaine Wrisley of the Educational

Research Council of America served as consultant on September 12. The workshop was planned to include an orientation to the Greater Cleveland Program, its rationale, objectives, teacher guides, and student materials. Grade-level meetings to discuss course materials and teaching strategies were also planned. The September 12 meeting was held as scheduled, but only seven of the seventeen teachers attended the session planned for September 13 because of a disagreement with their administrators concerning the scheduling of the meeting on Saturday. Mr. Hostetler chose not to conduct the session as planned. He and Mr. Adams did meet informally with the seven teachers and two administrators present for approximately one hour.

Pilot Implementation -- L. Norman Adams, Implementation Director

Introduction of Materials

All Greater Cleveland materials were on hand for the start of the school year and there was very little difficulty in having the teachers understand them and begin to use them in the classroom. Mr. Adams arranged to work with the ELCO schools one day each week observing classes and providing teachers with feedback information concerning the lessons he viewed. The elementary principal and assistant elementary principal within the district arranged for the scheduling of his classroom visits and helped in planning the implementation activities.

Mr. Adams used a similar plan for observations for Derry Township. However, difficulties arose concerning the scheduling of the visits and during the period September 25 through October 9 only nine teachers were visited. On October 15 a short meeting was held with all the pilot teachers where Mr. Adams attempted to clarify his role as the consultant in implementing the Greater Cleveland Program at Derry Township. Specific reference was made to the difficulty in scheduling his visits. After the conclusion of the meeting, the elementary supervisor for the district indicated to Mr. Adams that various internal problems existed which he felt he needed to deal with internally before further visitations by a SPEEDIER representative would be fruitful. The difficulties centered around the reluctance on the part of some teachers to have a classroom visitor from SPEEDIER observe their teaching.

During the following week, Mr. Adams and Dr. Hamill of SPEEDIER met with administrators of Derry Township, and the elementary supervisor indicated that he wished to call a meeting with his own pilot teachers on November 7 to work out the internal problems. It was suggested at that time that

SPEEDIER personnel would be contacted for their assistance after that meeting was held. After the meeting, SPEEDIER was informed that Derry Township would handle their own supervision of the pilot teachers but would attempt to arrange in-service workshops and grade-level meetings under the direction of Mr. Adams.

Two grade-level meetings of one and one half hours each were requested by Derry Township in January and were conducted by Mr. Adams. After that point, Derry Township handled the remaining portion of the implementation without SPEEDIER involvement.

Refinement of Teaching Techniques -- First-Year Teachers

Since very little was done with the teachers at Derry Township after the initial visits by Mr. Adams, efforts at the refinement of teaching strategies were not carried out under SPEEDIER direction.

At ELCO, Mr. Adams continued his weekly visits until his departure in January and conducted an in-service day program on January 12. All pilot teachers were involved during the three-hour morning session, and during part of the afternoon the K-3 teachers discussed their next steps in using the Greater Cleveland Program. With Mr. Adams departure, ELCO assumed complete control of the pilot implementation.

Refinement of Teaching Techniques -- Second-Year Teachers

The refinement of teaching techniques by second-year teachers was informal. In response to questionnaires to participating teachers for 1968-1969, all of the teachers indicated that they felt confident to continue on their own with only minimum assistance from SPEEDIER when they request it. One district, Northeastern School District in York County, developed a direct relationship with the Educational Research Council of America for their own in-service training.

Dissemination and Critical Evaluation

The dissemination and critical evaluation stages of the Greater Cleveland pilot for first-year teachers was handled completely by the two districts involved.

Senesh Program

The second year of the Senesh Program included only two new teachers. Several districts had indicated interest in expanding the program but all chose not to do so before agreements were developed. Two major reasons were responsible for this change: apprehension on part of some teachers to having outside observers in their classes and the charge of $50 per teacher to work with SPEEDIER. Two districts that expanded the use of the Senesh Program felt that they would be able to proceed with the implementation by using their first-year teachers as consultants rather than working directly with SPEEDIER personnel.

Because only two new teachers were involved, a general workshop was not held. Mr. Hostetler, when still employed full-time by SPEEDIER, made preparations for working with these teachers directly. After he discontinued full-time work with SPEEDIER, he assumed the responsibility of working with the two Senesh teachers as a part-time employee.

Pilot Implementation -- Charles Hostetler, Implementation Director

Introduction of Materials

The actual introduction of Senesh materials into the district was handled by the district personnel with little assistance from SPEEDIER. Since most of the books were already on hand and those that had to be ordered were obtained with a single order this process was rather easy. The area sales representative for Science Research Associates, which published the Senesh Program, met with the teachers at the request of the district to explain the program to them.

Refinement of Teaching Techniques -- First-Year Teachers

Early in the fall Mr. Hostetler worked with the two teachers on an individual basis, emphasizing the refinement of the teaching techniques that they employed with the program. Because he worked in a one-to-one situation, he was able to make very specific and individualized suggestions for each of his meetings.

Refinement of Teaching Techniques -- Second-Year Teachers

All of the second-year teachers indicated in their response to the questionnaire at the beginning of the year that they were able to continue with the Senesh Program with only consultation assistance from SPEEDIER when requested. Actual requests for assistance were minimal.

Dissemination and Critical Evaluation

The dissemination and critical evaluation stages of the Senesh pilot for both first and second-year teachers were handled by the districts themselves.

Taba Program -- Half-Year Pilot

In addition to the full-year pilots, a new group of twenty teachers and ten administrators began using the Taba Program in February, 1970. The schools and teachers involved are listed on Table IV. The pilot followed the same design as the other Taba pilots. Five workshops were held on February 12 and 13, April 3 and 24, and May 11. The sessions dealt with the first two Taba thinking tasks. The teachers were introduced to the Taba materials and strategies and worked at refining their use of the teaching strategies in the classroom. Charles Hostetler and Mr. Baer visited the teachers in their classroom, observed their teaching and offered their suggestions.

Except for most of the teachers at the Ferguson Elementary School in York, the teachers seemed to react to the new program and teaching style as expected. Most Ferguson teachers became very anxious about using the program, avoided implementing it and questioned its value with their students even though they had not seriously tried it. Several were unwilling to teach practice lessons in the workshops until forced to do so; in fact, at times they instructed their student teachers to do the teaching for them.

Plans for next year at Conestoga Valley and Central York call for expansion of the pilots but the exact procedure each district will follow has yet to be defined. At York several Ferguson teachers will drop out and another "more innovative" school will be added to the pilot.

Minnesota Program

Two school districts, Cocalico and Annville-Cleona, indicated interest in adding teachers to the Minnesota Program for 1969-1970. Cocalico installed the program throughout its system at the kindergarten through third-grade levels and plans to expand it through grade six in 1970-1971. Its pilot included five elementary schools and thirty-two teachers with approximately 955 students. Three of the teachers, one in each grade, one through three, had piloted the Minnesota Program in 1968-1969. One fourth-grade teacher who worked with the Program in 1968-1969 also continued using it.

Annville-Cleona added three new Minnesota teachers for 1969-1970, all in grade five. All three teachers worked closely with the two fifth-grade teachers who had piloted the Minnesota Program in 1968-1969 and who continued using it. Eighty-five students attended the classes of the three new pilot teachers.